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Abstract

This publication, compiled by the NCTE Committee on Curriculum Bulletins, provides informative and evaluative annotations for 50 elementary and secondary curriculum guides. These guides, reviewed and recommended in 1965-1969, are presented to publicize good curriculum planning and guide writing and to provide models for schools revising their programs and seeking a variety of sample frameworks, units, and lesson plans. The annotations indicate availability and prices of the guides. In addition, certain guides have been chosen as representative of their type, and are available through EDRS. A copy of the criteria and rating scale used by the Committee for the evaluation of the guides is appended. (IK)

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ANNOTATED LIST OF RECOMMENDED ELEMENTARY AND SECONDARY CURRICULUM GUIDES IN ENGLISH -1969-

Edited by
William J. Scannell

for the Committee on Curriculum Bulletins of the
National Council of Teachers of English

November 1969

TE 001 607

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Knowledge is of two kinds: we know a subject ourselves, or we know where we can find information upon it.

--Samuel Johnson

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The ERIC Clearinghouse on the Teaching of English, one of nineteen clearinghouses authorized to date, abstracts and indexes research reports and other documents relevant to all aspects of the teaching of English from kindergarten through twelfth grade, the preparation of teachers of English for the schools, and the preparation of specialists in English education and the teaching of English.

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INTRODUCTION

The purpose of the Committee on Curriculum Bulletins of the National Council of Teachers of English is to review, as a service to schools, curriculum guides voluntarily submitted to NCTE and to recommend superior guides for display at NCTE conventions. Each year the Committee compiles an annotated list of recommended guides for the benefit of schools and agencies which are developing curricula and writing guides so that they may obtain copies for examination. The list this year is a cumulative one selected from guides reviewed and recommended by the Committee since January 1965. Because no specific guides were solicited by the Committee and because some excellent guides are now out of print, being revised, or otherwise unavailable, it must be recognized that the selection printed here is not necessarily representative.

All curriculum guides recommended by Committee members are not included in this list. Each year's best guides are compared with each other and with those already on the list from previous years; in this process some new guides and some older ones are screened out. Approximately fifteen guides have been removed from the recommended list because, comparatively, they seemed less valuable as models than others. The purpose of this annotated list is to publicize good curriculum planning and guide writing in order to provide models for schools revising their programs and seeking a variety of sample frameworks, units, and lesson plans. The list is not compiled for the purpose of recognizing every better-than-average guide examined by the Committee.

The NCTE Committee on Curriculum Bulletins intends to revise its annotated list of recommended guides yearly. The Committee welcomes guides for review. Those schools and agencies which would like to submit guides for review should send two copies to the Curriculum Materials Associate, NCTE, 508 South Sixth Street, Champaign, Illinois 61820.

All the guides recommended here are, with a few noted exceptions, available for purchase or free from the schools and agencies responsible for producing the guides. In most cases payment should accompany orders for guides. None are available directly from NCTE.

A guide which is prefixed by an asterisk is available on microfiche (a 4" x 6" microfilm card displaying up to 60 pages of text in microimage) at $0.25 per fiche or hard copy (paperback pamphlet) at $0.05 per page from ERIC Document Reproduction Service (EDRS). Abbreviations in the bibliographic citations for each document are MF for microfiche, HC for hard copy. Thus "EDRS: MF $0.50, HC $4.00" means that the

document can be purchased from EDRS on microfiche for $0.50 or in a photographically reproduced paper booklet for $4.00. These asterisked guides, as well as several others on the annotated list and a great variety of other publications on the teaching of English, are indexed and abstracted in the ERIC abstract journal, Research in Education. (See Appendix III for ordering information on guides available from EDRS.)

GUIDES REVIEWED AND RECOMMENDED IN 1969

CHALLENGES TO MEET: GUIDELINES FOR BUILDING ENGLISH LANGUAGE ARTS CURRICULUMS, K-12. Bureau of Elementary and Secondary Education, State Department of Education, Hartford, Connecticut 06115. 1969. 132 pages.

The purpose of this publication is to guide the creation of curriculum guides in local schools. Suggestions are given for planning, organizing, writing, and implementing a new guide. Many questions, rather than dictums, are listed to stimulate curriculum committees. Although the guidelines are comprehensive and offer a variety of alternatives to schools, the document is basically middle-of-the-road (which perhaps it should be) rather than innovative, considering some of the exciting programs being tried here and there around the country. On the whole, these guidelines would be most useful for teachers who have never written a guide before or who need guidance in planning a total K-12 program. Among several useful appendices is a teaching unit for high school classes on the Negro, Let My People Go.

A DESIGN FOR AN ENGLISH CURRICULUM (Pre-K-12). Division of Curriculum Development, Office of Instructional Services, Department of Education, State of Georgia, Atlanta, Georgia 30334. 1968. 262 pages. $2.25.

This comprehensive guide is excellent in many respects. It is basically designed to aid teachers in developing their own guides and classroom practices. The introductory pages give a thorough overview of the scope of the grade, including a helpful one-page chart of the overall design. For language, literature, and composition at each grade level, the guide presents content goals first in an Underlying Principle and a Derived Generalization, then breaks goals down in three ways: (1) Selected Understanding; (2) Selected Knowledge to Be Developed; (3) Specific Learnings (stated in behavioral terms). Suggested goals for each grade level are well chosen, concisely written, and general enough to allow teachers much freedom. They reflect knowledge of recent professional research and publishing. The guide is well organized and sequenced.

A rather limited list of "basal literary works" is presented on four pages; no specific works are listed for grades eleven and twelve.

ENGLISH LANGUAGE ARTS--GRADES 7-12: Reading, Composition, Language, Literature. State Department of Education, Office of Instructional Resources, General Education Branch, Honolulu, Hawaii. 1968. 43 pages. Free while supply lasts.

The writers of this guide have provided a sound and up-to-date philosophy for a secondary English program. Each section--for Reading, Composition, Language, Literature--is organized into Teacher Understandings, Concepts for the Teacher, Goals, Objectives for the Student, and Scope (student achievements in behavioral terms). The guide is brief and to the point, making major goals quite clear. It is a framework leaving specific methods and activities to the ingenuity of teachers and students.

LANGUAGE ARTS FOR SECONDARY SCHOOLS: CURRICULUM GUIDE. Dallas Independent School District, Dallas, Texas. 1967. 106 pages. $4.16.

This guide is an outline of Expected Outcomes, Areas of Learning Experiences, and Points of Emphasis for English, speech, and journalism courses. The skills, activities, and concepts for two divisions (grades 7-9 and 10-12) are presented in behavioral terms under Expected Outcomes in listening, speaking and oral interpretation, reading, writing, language, and literature. Areas for Learning Experiences and Points of Emphasis are listed for each grade level and course. A helpful addendum, a Content, Scope, and Sequence chart specifying emphases at each grade level (1-12) is keyed to state adopted textbooks.

MULTI-DIMENSIONAL MULTI-MEDIA APPROACH (Grades 1-8). Evanston Public Schools, District 65 Cook County, Evanston, Illinois. July 1968. Not available until 1970; price undetermined.

This guide outlines a multi-media approach to written communication. It has three essential aspects--the Guide, the compilation of activities, and the Package. The Guide contains detailed daily plans for grades one through four and lists of materials to be used in grade five through eight. These materials include a carefully planned selection of records, filmstrips, guides, books, laminated transparencies, and tapes.

It provides a variety of ideas and activities which allow for planned experimentation and innovation by the teachers. Since the suggested materials are an integral part of the lessons and activities, one must also acquire them from commercial sources. This guide, actually a kit of plans and resources, displays a good deal of variety and creativity, as one might expect from a guide with the title it has.

*ORAL-AURAL-VISUAL PROGRAM FOR TEACHING LANGUAGE ARTS (Grade Nine adaptable above and below; two volumes--Concepts Guide and Units of Instruction. Indianapolis Public Schools, 120 East Walnut Street, Indianapolis, Indiana 46204. Concepts Guide--1968, 203 pages, ED 025 508, MF $1.00, HC $10.65; Units of Instruction--1968, 198 pages, ED 025 509, MF $1.00, HC $10.30.

Composition, stimulated by and using various media, is the focus of these guides. The approach is laboratory and process oriented. Useful samples of student work are included, suitable for creating transparencies. Many activities are described for teachers and students. Transparency masters are also included for exercises on

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*Guides prefixed by asterisks are available from ERIC Document Reproduction Service (EDRS) on microfiche (MF) at $0.25 per fiche (approximately sixty pages each) or hard copy (HC) at $0.05 per page. See Appendix III for EDRS ordering information. These asterisked guides, as well as others on the annotated list and a great variety of other publications on the teaching of English, are indexed and abstracted in the ERIC abstract journal, Research in Education, a monthly publication of the U.S. Office of Education.

sentence structure and usage based on structural and transformational grammar. The units of instruction are well organized and on interesting topics.

THE POWER OF COMPOSITION: THINKING, DISCUSSING, WRITING (Grades 7-12). County of Santa Clara, Office of Education, 70 West Hedding Street, San Jose, California 95110. (Produced jointly with teachers of San Mateo County). 1969. 161 pages.

This is probably one of the most useful guides on this list. Like The Power of Oral Language (annotated with guides recommended 1965-67), it provides three most helpful and necessary items: (1) a clear statement of goals, (2) several pages of conclusions and implications of research, and (3) a number of specific sample lesson plans which any teacher could use. An excellent section on evaluation is included, as well as several useful appendices. The guide would be helpful to any curriculum committee.

READING K-6, Volumes I (K-4) and II (5-6 and above). Rochester Public School, Special School District No. 4, Rochester, Minnesota. 1967. Vol. I: 613 pages, Vol. II: 613 pages. $5.00 per volume.

These guides provide a systematically developed reading program based on research and available resources. They are designed for use when planning a program to meet each child's needs; as a resource in selecting materials and techniques; and as an aid when surveying the total elementary program to provide a systematic and sequential progression of skills from grade to grade. Each volume contains a valuable section which outlines thoroughly the skills to be developed. The Elementary Reading Program section describes the developmental reading program and its relationship to the total school curriculum. Suggestions and additional services are given to provide for individual differences. The guides also includes activities by reading levels and an evaluation section. Volume II emphasizes increasing and extending independence.

A RESOURCE BULLETIN FOR TEACHERS OF ENGLISH: GRADE SEVEN, GRADE EIGHT, GRADE NINE (three volumes). Baltimore County Schools, Aigburth Manor, Towson, Maryland 21204. 1967 (in revision). Approximately 150 pages each. $4.00 each.

These guides provide a sequential series of imaginative and unusual units in many areas of literature, language, and composition. Each unit presents Scope of the Unit (including Introduction to the Teacher), Major Objectives, Content Outline, Suggested Activities (including many specific questions to guide teaching and learning), and Bibliography of materials and references. The variety of units and their completeness would seem to render them easily adaptable to programs in other schools. Several useful appendices are included in each volume.

GUIDES REVIEWED AND RECOMMENDED IN 1968

A. Elementary: Grades K-8

AVON'S NON-GRADED ENGLISH LANGUAGE ARTS PROGRAM (Primary and Intermediate, Volume I). Avon Public Schools, Avon, Connecticut. 1967. 92 pages. $5.00.

This guide attempts to unify and present skills in speech, literature, composition, spelling, reading, and grammar in sequential steps of increasing sophistication. Levels one through eight are predominantly oral levels to teach fundamental rules in spelling, basic understandings in literature, readiness skills in reading, oral expression, grammar, and composition. Levels nine through twenty-three emphasize written work. Skills and knowledge to be gained are stated in behavioral terms. This guide is helpful only for identifying skills and sequence. No suggestions for teaching methods or specific activities to promote learning of skills are provided. The guide is essentially a chart of skills and sequence. A student may pass from one level to another in a sequence only after evaluation by his own teacher and another teacher in the system.

CURRICULUM GUIDE--ELEMENTARY ENGLISH (Grades K-6). Orange County Public Schools, Orlando, Florida. 1966. 182 pages. $3.00.

This guide was produced as part of a Basic Learning Improvement Project and presents a wealth of specific activities and experiences designed to promote learning skills, concepts, and attitudes in listening and observing, written and oral communication, literature, and study skills. Goals for skills, concepts, and attitudes are stated in behavioral terms for average and above average students in grades one through six.

HANDBOOK FOR LANGUAGE ARTS: PRE-KINDERGARTEN GRADES ONE AND TWO. Curriculum Bulletin, 1965-66 Series, No. 8. Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201. 1966. 416 pages. $5.00 (payment must accompany orders; make checks payable to Auditor, Board of Education). ERIC abstract in Research in Education,

January 1969; see ED 021 859 (document not available from EDRS).

The program in this handbook is based on current concepts about the use and nature of language. All aspects of the language arts for all students are covered, with expected outcomes for listening, observing, literary appreciation, speaking, reading, and writing listed in the three broad categories of (1) Using Language to Acquire Knowledge, (2) Using Language to Organize and Express Ideas, and (3) Learning the Nature of Language. For each of the specific language art areas of activity, corresponding columns of action and performance are given in behavioral terms for the teacher and the children. Many brief lesson descriptions and specific activities are provided. Uniquely helpful sections of the handbook include Interpreting Stories through Picture-Reading, Teaching English as a Second Language, including sample oral pattern practice drills, and Comparative Analyses of English and Spanish, English and Italian, German, and Polish.

INDIVIDUALIZED READING and BAIT (Grades 1-6). Beaverton School District No. 48, 303 S. W. Erickson, Beaverton, Oregon 97005. 1967. Individualized Reading, 55 pages; Bait, 61 pages. IR, $4.95; B, $2.00.

Individualized Reading is designed to help teachers plan, implement, and evaluate individualized teaching of reading. It lists skills to be taught, discusses grouping, and suggests individual activities in oral reading, speaking, dramatization, writing, painting, and drawing. Bait is a supplementary aid containing descriptive lists of specific activities and experiences for pupils in reading, writing, speaking, listening, and spelling, and for free time periods. Bait is organized for easy selection and use.

B. Secondary: Grades 7-12

THE ADVANCED PLACEMENT PROGRAM IN ENGLISH: A TEACHER'S GUIDE (Grades 10, 11, and 12). Cincinnati Public Schools, Cincinnati, Ohio. 1966. 149 pages. $3.00 (send orders with payment to Clerk-Treasurer, Board of Education, 608 East McMillan Street, Cincinnati, Ohio 45206).

This guide orients teachers to the advanced placement program in English and to the academically talented student. The content

of the guide primarily consists of a suggested sequence in literature--the novel, nonfiction, poetry, and drama--with suggestions for teaching specific works and a brief section discussing several aspects of the composition program.

COMPOSITION: GROWTH TOWARD REALITY (Grades 7-12). Arlington County Public Schools, Arlington, Virginia. 1966. 303 pages. $5.00. ERIC abstract in Research in Education, January 1969; see ED 021 853 (document not available from EDRS).

This guide contains a set of basic assumptions, introductions to expository and creative writing, and a cumulative writing program for grades seven through twelve. Much emphasis is placed on inductively helping students learn to "lay open" topics for writing through discussion. The lesson plans are clear, concise, and well organized. Five good articles on language and writing are appended to the guide. One outstanding feature of the guide is its attention to the crucial period of preparation before writing. The program outlined in this guide requires students to write a short narrative every day. The guide also includes a literary analysis chart and exercises in literary analysis for each grade level.

*A COURSE IN SEQUENTIAL COMPOSITION: GRADES 10-12. St. Louis Park School District No. 283, 6425 West 33rd Street, St. Louis Park, Minnesota 55426. 1967. 451 pages. Limited number available at $15.00. ERIC abstract in Research in Education, January 1969; see ED 021 155. Document available from EDRS: MF--$1.75, HC--$22.40.

This extensive guide contains thirty-three units, mostly on exposition, allocating work in six rhetorical categories among the three grade levels. The guide emphasizes prewriting and the use of student models and contains examples of student writing to exemplify many

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*See Appendix III.

assignments. The six rhetorical categories upon which the guide is organized are conciseness and clarity, diction, sentence construction, unity, amplification, and coherence. Examples are also identified or quoted from student texts. All sections contain short bibliographies for the teacher and references to pages and chapters in student texts.

ENGLISH LANGUAGE ARTS CURRICULUM GUIDE: GRADES 7-12. Edmonds School District No. 15, 3800 196th Street, S. W., Lynnwood, Washington 98036. 1968. 506 pages. $6.00. ERIC abstract in Research in Education, January 1969; see ED 021 856 (document not available from EDRS).

One of the best reviewed in recent years, this comprehensive guide is based on a conceptual approach to literature and reading, language, and composition. Skills and concepts are presented in sequential order and by grade level. An attempt is made to integrate activities in reading, writing, and language study. Broad concepts to be taught are subdivided into more specific generalizations. Brief presentations of educational objectives in the cognitive and affective domains are included, as well as information on inductive teaching and the interrelationship of the language arts. The content of the guide is intended for a range of students from average to superior.

STRUCTURED COMPOSITION PROGRAM: PARTS I and II (Grades 7-9 and 10-12). Montgomery County Public Schools, 850 North Washington Street, Rockville, Maryland 20850. 1967. Approximately 500 pages. $5.00.

This comprehensive and detailed guide presents a sequential program for all students in grades seven through twelve. The emphasis is on the discipline of expository writing. Ten specific writing assignments are presented for each grade level, and short professional models are provided to illustrate most assignments. Goals in both oral and written composition are stated in behavioral terms for the junior high and senior high levels. Concepts and generalizations to help teachers unify the teaching of composition with other areas of content--semantics, diction, observation, listening and reading, thinking, and speaking--are provided. A section suggesting ways to help slow learners is included.

A TEAM TAUGHT COMMUNICATIVE SKILL: COMPOSITION AND SPEECH and A TEAM TAUGHT COMMUNICATIVE SKILL: LITERATURE (2 volumes, grades 8-9). Wahlquist Junior High School, Weber County, Utah. 1966. Composition and Speech, 87 pages; Literature, 155 pages. $1.25 each.

These two volumes introduce the team teaching of communications skills in general and specifically list content and sequence for individualized programs in literature, composition, and speech. The composition and speech volume includes samples of student writing, materials for evaluation for composition, and brief lesson guides for both teacher and student in several areas of speech. The literature volume contains content, sequence, and specific activities for four tracks or ability levels in the study of the short story, the novel, mythology, and thematic units, plus about fifty pages of objective tests and pop quizzes.

THEMATIC APPROACH to LITERATURE, LANGUAGE and COMPOSITION: (2 volumes--grades 7-9 and 10-12). The Board of Education, Cleveland Heights-University Heights City School District, 2155 Miramar Boulevard, Cleveland Heights, Ohio 44118. Grades 7-9, 1966, 255 pages, $4.00; Grades 10-12, 1967, 325 pages, $4.00. ERIC abstracts in Research in Education, January 1969; see ED 021 864 and ED 021 865 (neither volume available from EDRS).

A well-organized and unified program in literature, language, and composition is presented in these guides. Much of the content and student activity is focused on the following themes: junior high level--learning to understand oneself, one's family, and the world; senior high level--man's search for answers to recurring questions, man's answers to these questions, and realities of life in the areas of self-understanding, interaction in society, ideas, and escape. Sequential skills and concepts in language, literature, and composition are given, as well as specific goals, ways of motivation, and student activities. Many specific units and sample lesson plans are provided. The volume for grades seven through nine includes a very

helpful forty-two-page section on teaching the slow learner. Much attention is given to methodology and teacher behavior, with both volumes containing reprints of a number of excellent professional articles. Other areas covered more extensively in these guides than in most are motivating students in all activities and techniques and rules for class discussion.

UP THE DOWN SPIRAL WITH ENGLISH (Grades 7-12). Board of Catholic Education, Diocese of Cleveland, Superior Road, Cleveland, Ohio. 1968. 104 pages. $4.00.

This imaginative guide focuses broadly on human growth and integrates the experiences in the English program into processes of engagement, perception, interpretation, evaluation, and personal integration. To emphasize the continuous process of growth, experiences and concepts are presented sequentially in levels of growth rather than as strict grade requirements. One of the unique features of this guide is a section on evaluation which includes information on evaluating teaching and helping students to evaluate themselves. Another feature is the attempt to correlate English experiences with appropriate levels of adolescent psychological and learning development. (Persons interested in this guide might inquire about a complimentary volume in preparation at the time this annotated list was prepared.)

C. Grades K-13

*ENGLISH LANGUAGE FRAMEWORK FOR CALIFORNIA PUBLIC SCHOOLS: KINDERGARTEN THROUGH GRADE TWELVE. Order Section, Fiscal Office, State Department of Education, 721 Capitol Mall, Sacramento, California 95814. 1968. 120 pages. $0.26. ERIC abstract in Research in Education, November 1968; see ED 020 159. Document available from EDRS in MF only -- $0.75.

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*See Appendix III.

This publication was produced to provide principles and general guidelines to be used by California schools in developing English language arts programs suitable for their particular situations. It includes discussions of the components of English, ways of unifying the English program at different levels, and a number of crucial issues related to the teaching of English. Lengthy appendices present many suggestions for teaching language, literature, and composition. Although much of the content is of a general nature, the ideas expressed reflect the most recent research and theories concerning the teaching of English.

A FRAMEWORK FOR A STRAND CURRICULUM: GRADES K-12. English Language Arts Curriculum Series, Pamphlet 1. Publications Section, Department of Public Instruction, State Office Building, Des Moines, Iowa 50319. 1968. 31 pages plus 2 folded charts. $0.50. ERIC abstract in Research in Education, January 1969; see ED 021 858 (document not available from EDRS).

This framework is basically a comprehensive list of optimum goals and basic considerations for aiding local school districts in developing guidelines and more detailed courses of study for kindergarten through twelfth grade language arts programs. Areas covered are speaking, listening, reading, writing, study and thinking skills, literature, language, and mass media. Of the large fold-out charts provided, one identifies communication, thinking, and study skills, and the other lists thought-process focuses and content strands by grade level. This publication is intended to be the first unit in an ongoing curriculum program. A helpful annotated bibliography of resource materials is included.

*HANDBOOK FOR ENGLISH LANGUAGE ARTS: READING AND LITERATURE (Grades 5-12). Bureau of Curriculum Development, Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201. 1968.

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*See Appendix III.

324 pages. $4.00 (payment must accompany orders; make checks payable to Auditor, Board of Education). ERIC abstract in Research in Education, December 1968; see ED 020 857. Document available from EDRS in MF only -- $1.50.

This handbook is designed primarily for average and above average students, although much guidance is provided for helping students with below-level reading achievement. Extensive treatment is given to teaching reading skills at every grade level. The section on literature contains chapters on methods of teaching, content and sequence, integration of literature and the mass media, and illustrate lessons and units. Attention is given to the integration of reading skills and literature and to reading in other subject areas.

LITERATURE PROGRAM K-12 (Bulletin No. 185, in three volumes: Part I, K-6; Part II, 7-9; Part III, 10-12). Montgomery County Public Schools, 850 North Washington Street, Rockville, Maryland 20850. Part I, 1965; Parts II and III, 1966. Approximately 250 pages each. $10.00 per volume.

Part I (recommended and annotated in 1967) introduces the literature program for kindergarten through twelfth grade, organized into a thematic structure including the following: Man and Self, Man and Society, Man and Nature, and Man and the Cosmos. Literary excerpts are presented to exemplify these themes. Illustrative units are provided for specific literary works for each grade level. In Parts II and III the four major themes are integrated with study of the structure of the various genres. Sequential charts, reading lists, sample units, and lesson plans abound. Descriptively stated concepts and generalizations are provided for the nature, function, and structure of literature. Goals for the student are stated in behavioral terms. Goals in language arts areas related to literature--listening and reading, thinking, speaking and writing--are included to help teachers unify the content of English. Substantial appendices present such supplementary material as audio-visual aids and professional references.

GUIDES REVIEWED AND RECOMMENDED
1965-1967
(Some of these guides may no longer be available.)

A. Elementary: Grades K-8

CHILDREN AND LISTENING CENTERS: WHY -- HOW -- WHAT (Grades K-6). Curriculum Center, Orange County Schools, 1104 West Eighth Street, Santa Ana, California 92701. 1966. 96 pages. $1.50.

This attractive pamphlet outlines practical suggestions for listening practice in all areas of the elementary curriculum. The subject, grade level, scales to be learned, and length of time are included in the outline of each exercise. Several exercises are provided for the following subjects: foreign language, science, oral language, spelling, literature, music, history, art, mathematics, vocabulary, phonics, creative writing, sentence word order, and dialect differences. Also included are suggestions for planning listening centers, using tape recorders, and evaluating growth in listening.

CURRICULUM GUIDE FOR THE LANGUAGE ARTS (Grades K-3). Board of Education of the City of Chicago, Department of Curriculum Development and Teaching, 228 North LaSalle Street, Chicago, Illinois 60601. 1963. 353 pages. $3.00 (send payment with order; make checks payable to Board of Education).

This guide is Part 1 in a series of three on general and specific objectives, suggested procedures, activities, and instructional aids for both teachers and pupils. It is comprehensive, realistic, well articulated, and simply organized. The suggested expectancies are clearly defined and are correlated with procedures and activities for the teacher and with learning experiences for the pupils. The guide's overview charts and "highlighted" statements of research are excellent.

CURRICULUM GUIDE FOR THE LANGUAGE ARTS (Grades 4-6). Board of Education of the City of Chicago, Department of Curriculum Development and Teaching, 228 North LaSalle Street, Chicago,

Illinois 60601. 1964. 354 pages. $3.00 (send payment with order; make checks payable to Board of Education).

This guide is Part 2 in a series of three. In its framework for listening, speaking, writing, and reading, it gives a comprehensive pattern for planning day-to-day instruction and evaluation, fitting these smaller segments into the long-range plan, the overall view. It directs the teacher to readily available materials but does not include them. It contains suggestions for the inexperienced teacher and those new to the Chicago system.

The third guide in this series, CURRICULUM GUIDE FOR THE LANGUAGE ARTS (Grades 7 and 8), is also available. While it has not been formally evaluated by the Committee, it builds on parts 1 and 2 and is just as comprehensive and detailed.

FIND TIME FOR POETRY (three volumes: Grades K-2, 3-4, 5-6). Alameda County Public Schools, 224 West Winton Avenue, Hayward, California 94544. 1964-1965. Approximately 33 pages per volume, K-2 volume $1.00; 3-4 volume $1.00; 5-6 volume $1.25.

These three volumes are compilations of the titles, authors, and sources of hundreds of poems selected because of their successful use by teachers. Poems have been chosen to promote enjoyment, appreciation, understanding, and sensitivity. Comments on and ways of presenting each poem are offered. The goals for poetry study are stated in levels of poetry appreciation. The attractive colors, illustrations, paper quality, and arrangement of content in these guides are unusually outstanding.

*FREE WAY TO WRITTEN EXPRESSION (Grades K-8). Los Altos School District, Los Altos, California. 1964. 94 pages. ERIC abstract in Research in Education, April 1968. Document available from EDRS: ED 014 482--MF $0.50, HC $5.10.

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*See Appendix III.

This guide emphasizes the fact that good writing stems from good thinking. It is well written and logically conceived; its format is functional (color-keyed for quick reference); its goals are set forth in terms of desired behavior; and it is interesting to read, showing both originality and creativity. It includes sections on helping children to (1) develop skills to think productively as part of written expression, (2) develop skills in organizing written expression to fulfill their purposes, (3) develop skills in actual writing, and (4) develop applications of written expression to daily living.

GUIDE TO TEACHING IN THE ELEMENTARY LANGUAGE ARTS (Grades 1-6). Charlotte-Mecklenburg Public Schools, P. O. Box 149, Charlotte, North Carolina 28201. 1966. 121 pages. $2.00. ERIC abstract in Research in Education, January 1969; see ED 021 863 (document not available from EDRS).

This fine guide has excellent organization and scope. It provides background, objectives, specific suggestions, and aids for teachers for listening, speaking, writing (both written expression and handwriting), and reading. The bibliographies at the end of each section and in the appendix are good. The psychological treatment for meeting individual differences and for building confidence through success should be most helpful. The clever line drawings throughout the guide suggest appropriate visual aids for enriching the teaching-learning situation, particularly the establishing of a congenial atmosphere.

*GUIDE TO TEACHING LANGUAGE ARTS, LISTENING-SPEAKING-WRITING (Grades K-6). Madison Public Schools, P. O. Box 2189, Madison, Wisconsin 53701. 1965. 155 pages. $3.00. ERIC abstract in Research in Education, April 1968. Document available from EDRS: ED 014 481--MF $0.75, HC $7.65.

This guide has a companion volume entitled Guide to Teaching Reading and Literature. Together they present an integrated program. The teacher objectives, the pupil expectancies, and the instructional activities are presented in a lucid and usable manner. Correlated with specific activities are references to additional resources, which should encourage innovation on the part of the teacher.

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*See Appendix III.

*GUIDE TO TEACHING READING AND LITERATURE (Grades K-6). Madison Public Schools, P. O. Box 2189, Madison, Wisconsin 53701. 1964. 103 pages. ERIC abstract in Research in Education, April 1968. Document available from EDRS: ED 014 480--MF $0.50, HC $5.55.

This guide has a companion volume entitled Guide to Teaching Language Arts, Listening-Speaking-Writing. Together they present an integrated program. This guide gives information on reading and child development, including sections on methods, materials, grouping, oral reading, phonics, experimentation in reading-time allotment, and evaluation of the reading program. It has lists of suggested reading in both poetry and prose and additional lists of films and filmstrips. It also suggests various approaches to meet the problems of individual differences. Its bibliography for the teacher is excellent.

LISTENING POST PROJECT: PROGRAM FOR BILINGUALS (Grades 4-6). Tucson Public Schools, 1010 East 10th Street, Tucson, Arizona 85717. 1965. 39 pages. $0.50.

This project is one part of a total program--Providing for Individual Differences. Its purpose is to provide material for use with the Listening Post (a set of eight headsets), to inform about other available material, and to identify and improve techniques of use. The program contains concrete material which can be used to improve speech, to improve skill in listening, to improve language usage, and to provide the children with opportunities both to hear and to become better acquainted with good literature. Processes of language and of concept development rather than arbitrary grade-level requirements are stressed. The guide provides a variety of ideas and activities and suggests as resources a large variety of specific materials and school services.

READING GUIDE (Grades K-6). Fountain Valley School District, 19692 Lexington Lane, Huntington Beach, California 92646. 1965. 96 pages. $1.00.

This guide, in order to avoid many pages of wordy directions,

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*See Appendix III.

makes good use of outlines and numerical lists, thus facilitating its easy use as a quick reference. Two sections are particularly worth noting: (1) Organizing the Class for the Reading Program, and (2) Reading Skills and Functional Reading in the Content Areas. The first sets forth a step-by-step plan for getting started and offers a choice of plans--semi-individualized grouping, individualized selective reading, or individual and small group plan. The second contains a list of skills needed for functional reading in content areas which could be helpful to both the reading teacher and the content teacher.

READING IN THE PRIMARY UNIT. Farmington Public Schools, Farmington, Connecticut 06032. 1965. 256 pages. $5.00.

This guide presents nine levels of reading achievement for the first three years, with additional information on evaluation. It describes two different approaches to the teaching of reading--the basal reader approach and the personalized reading approach--and special reading difficulties. Its instructional organization flows logically from its philosophy and in turn implements that same philosophy nicely. The thirteen appendices constitute a convenient and inclusive reference--or handbook on the teaching of reading--and should certainly make the teacher's preparation much simpler and less time-consuming.

SELECTING, ORGANIZING, AND EXPRESSING IDEAS: A TENTATIVE GUIDE TO COMPOSITION IN THE ELEMENTARY SCHOOL (Grades 2-6). Clover Park School District No. 400, 5214 Steilacoom Boulevard, Lakewood Center, Washington 98499. 1966. 155 pages. $3.00. ERIC abstract in Research in Education, January 1969; see ED 021 861 (document not available from EDRS).

Based on the principle that fuzzy, muddled thinking can never produce lucid, organized expression, either oral or written, this excellent guide suggests procedures for overall development of thinking abilities. It includes all the steps of composition from the initial experience which must precede any expression through proofreading, revision, and rewriting. Each of these is accompanied by sections on the direct teaching of the appropriate language skills. Throughout the guide, characteristics of children

at the different age and grade levels, skills to be developed, and activities and assignments are color-keyed, making the guide easy to use.

*SPEAKING, WRITING, & LISTENING IN THE ST. PAUL ELEMENTARY SCHOOLS. St. Paul Public Schools, St. Paul, Minnesota. 1965. 305 pages. ERIC abstract in Research in Education, April 1968. Document available from EDRS: ED 014 487--MF $1.25, HC $16.10.

The organization of the guide is excellent. Each section--speaking, writing, and listening--is preceded by an overview containing general objectives and information on current trends in teaching. The balance between oral and written expression and the support given to interrelating these three aspects of language arts take into account the results of recent linguistic research. Recurring suggestions for student self-evaluation in the individual lesson plans offer the teacher encouragement continually to adapt future lessons on the basis of evaluations.

B. Secondary: Grades 7-12

*ACTION IN THE LANGUAGE ARTS (Grades 7-12). Orange County Office of Public Instruction, P. O. Box 271, Orlando, Florida. 1965. 372 pages. ERIC abstract in Research in Education, April 1968. Document available from EDRS: ED 014 489--MF $1.50, HC $20.00.

This guide is one of the most comprehensive reviewed by the Committee. One of its unique features is long lists of suggested classroom activities to choose from in each area, with specific activities designated for slow, regular, and fast students. Attention is given to desirable student attitudes, goals are stated in behavioral terms, and "reading" and "literature" are coordinated. Scarce but useful ideas and materials are included for such topics as viewing, teacher self-evaluation, and the art of questioning.

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*See Appendix III.

*COORDINATION IN THE ENGLISH PROGRAM FOR GRADES 7-8-9 AND 10-11-12 (two volumes). Division of Program Development, Texas Education Agency, Austin, Texas 78711. 1966. Each volume 20-25 pages. Free. ERIC abstract in Research in Education, April 1968. Document available from EDRS: ED 014 488--MF $0.25, HC $2.85.

These two short bulletins are designed to demonstrate how any one element of the English program, literature, grammar, or composition, can be the principal focus of any work at any grade, and how the other two elements can be studies in relation to the principal focus. The purpose of the bulletins is to illustrate the essential unity of English studies. Sample lesson plans are included for each grade.

ENGLISH CURRICULUM GUIDE (Grades 9-12). Tamalpais Union High School District, Larkspur, California 94939. Revised 1965. 285 pages. $5.00.

Designed for teachers of regular and accelerated students in grades nine through twelve, this guide contains clearly written, straightforward objectives for literature and composition presented in carefully developed sequences. The suggested curriculum is primarily based on the study of literature, with sample composition assignments related to literature. A series of sample oral language units is given for grades nine through eleven. The literature program is organized by genre. The content of this guide is especially suitable for teachers of above-average students.

ENGLISH GUIDE: GRADES 7-12. Curriculum Improvement Center, Shepherd College, Shepherdstown, West Virginia 25443. 1963. 277 pages. $0.50 plus postage.

This guide provides a common core of experiences for the junior and senior high schools in written expression, oral expression, reading, and listening. Grammar, punctuation, and literature have been included as they apply to these areas. The guide is intended only to indicate the proficiencies usually stressed at particular grade levels and not to restrict or limit teachers. It is color-

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*See Appendix III.

keyed by section, making reference quick and easy. That it includes an integrated program for teaching listening and speaking skills is commendable, as is its inclusion of a continuous, organized, developmental reading program though even the senior high years.

ENGLISH IN THE JUNIOR HIGH SCHOOL (TENTATIVE CURRICULUM GUIDE). Department of Instruction, Boulder Valley Public Schools, Boulder, Colorado. 75 pages. 1967. $2.00.

This guide focuses instruction on two areas: (1) development in the four language arts skills--listening, speaking, writing, and reading--and (2) the discovery and understanding of the major concepts of language and literature in a variety of realistic situations. It attempts neither to standardize course content nor to provide weekly or daily "lesson plans." Instead, the four skills are presented in levels of difficulty, emphasizing thinking and semantics, with supplemental skills and activities for each. Within this framework, a pupil may progress at his own level in any one of the areas, whether he is at varying levels of mastery or at the same level in all areas. Sample units are given to illustrate how the language skills can be integrated with language and literature. The samples are helpful as patterns for integrating all the facets of English. The inductive approach is used throughout.

ENGLISH PROGRAM: GRADES 7-12. Division of Instruction, The Columbus Public Schools, Columbus, Ohio. 1968. $5.00.

The unusual feature of this original curriculum guide is its information on the results of recent research and publications pertaining to English. The aim is to keep teachers informed and to provide solid theoretical foundation for the curriculum. The guide is well written and enjoyable to read.

JUNIOR HIGH SCHOOL READING HANDBOOK. Arlington Heights Public Schools, District 25, 301 West South Street, Arlington Heights, Illinois 60005. 1966. 58 pages. $1.00.

This handbook suggests methods and materials for providing continuing reading instruction in the junior high school, including sections on both basic and advanced reading skills. It is comprehensive and contains many specific exercises. It also connects with other content

areas, such as social studies, science, mathematics, homemaking, and industrial arts. It should be extremely helpful to the teacher with little training in reading.

*MODIFIED LANGUAGE ARTS CURRICULUM (Grades 10-12). St. Louis Park Public Schools, St. Louis Park, Minnesota. 1964. 240 pages. ERIC abstract in Research in Education, August 1968. Document available from EDRS: ED 017 483--MF $1.00, HC $12.95.

This guide shows a high degree of creativity and adaptation for slow learners. The units are structured to meet student needs with an emphasis on building a good self-image. The vocational materials and the unit on self-knowledge are particularly good. The variety of specific lessons would be extremely beneficial for any teacher. One of the most helpful features of the guide is its comprehensiveness.

*THE POWER OF ORAL LANGUAGE 7-8-9. Santa Clara County Office of Education, 70 West Hedding Street, San Jose, California 95110. 1966. 163 pages. $3.50 (plus 5% sales tax for California only). ERIC abstract in Research in Education, September 1968. Document available from EDRS: ED 018 404--MF $1.00, HC $11.10.

The structure of this guide--building toward major goals through classroom experiences--is clear and logical. Worthwhile classroom activities are described in detail for nearly every type of oral experience students need to practice in school. The section entitled "Six Major Goals" is good. This guide has been developed by representatives from several schools, cooperating with a recognized authority on language.

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*See Appendix III.

C. Grades K-12

CREATIVE WRITING (Grades K-12). Curriculum and Supervision Service, Indianapolis Public Schools, 120 East Walnut Street, Indianapolis, Indiana. 1965. 87 pages. $1.50.

A consistent awareness of the need to provide proper environment and encouragement for creative activities throughout all the years from kindergarten through twelfth grade is shown in this guide. It contains a wealth of choices and alternatives for teachers to use freely. There is a constant emphasis on the student's experience in expression as the primary value. This guide is also very attractively illustrated.

*ENGLISH AND THE LANGUAGE ARTS (Grades K-12). State Department of Education, Capitol Building, Cheyenne, Wyoming 82001. 1965. 152 pages. Modest charge if in stock. ERIC abstract in Research in Education, April 1968. Document available from EDRS: ED 014 494--MF $0.75, HC $8.10.

The purpose of this general guide is to outline aims and methods of teaching English from kindergarten through twelfth grade. The guide is a pleasure to read and, while it leaves an enormous amount to the imagination and talent of the teacher, its aims are so precise and the activities it suggests follow so clearly from those aims that any teacher should find that his imagination has been stimulated by reading it. The summary of "characteristic delights" is especially delightful. Skills and concepts are listed in estimated order of difficulty, rather than by grade level; this arrangement lends itself to better individualization of instruction and makes the guide more flexible for use in different schools.

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*See Appendix III.

A REMEDIAL READING GUIDE (Grades 2-12). Licking County Board of Education Office, 600 Mt. Vernon Road, Newark, Ohio 43055. 1967. 71 pages. $1.00.

This is an excellent resource for developing a remedial reading facility in an elementary school. Pertinent attributes of a remedial reading teacher are listed, as are responsibilities of the school administrator. The logistics are described, and suggestions for arrangements are excellently conceived. The lists of materials, equipment, and tests--with their prices--are complete enough to permit a good working start for a beginning remedial center.

Appendix I

THE CURRICULUM GUIDE EVALUATION

A Note of Explanation

These evaluation criteria were established with several objectives in mind. Primarily, they should enable the writers of a guide to see how the Committee felt their guide compared with other similar guides from throughout the United States. They will also help to identify areas of strength and weakness in form, organization, methodology, and language.

The evaluation instrument was designed to apply to many different content emphases within the field of English. It indicates how well, in the opinion of the Committee, the guide serves teachers who are teaching whatever content is included in the course.

The Committee recognizes, however, that the choice of content to teach is the single most important decision to be made by curriculum planners. In most cases it was difficult to determine from the guide the exact nature of the content. Often the major reference to it was through the listing of pages in basic and supplementary textbooks. The reviewers attempted to infer from the guide as much about the content of the curriculum as they could. Any notes about their reactions to this content are given in the narrative section of the report headed "Additional Comments."

A word about the rating scale is in order. The continuum from "superior" to "below average" is self-explanatory. The category "inadequate or missing" comes with the idea that the item checked should have been dealt with in the guide but was skipped or omitted. Thus this category differs from "below average," which says that the item was dealt with in some detail, but the treatment of it was, as the item says, below average. All of this may be clarified by considering, for example, item 5 in section IV, which suggests that teachers should be active in trying to find out how students feel about their teaching performance--and that materials to help with this should be included in guides. The Committee is perfectly aware of the fact that such procedures will be rarely included, but this is the Committee's way of making suggestions. Other similar items are: I, 1, 5 and 7; II, 4 and 5; III, 2 and 9; IV, 1, 4 and 7.

Omitted areas may in fact have been covered in other guides not submitted to the Committee for review. Furthermore, it is impossible to infer from a guide all the local circumstances which prevailed when the guide was written. The Committee therefore asks for a certain amount of indulgence from the actual writers and users of the guide.

Finally, the Committee wishes to state emphatically that it is suffering from no illusions--or delusions--about the extent to which curriculum guides are actually used by teachers. The Committee realizes that voluminous guides, no matter how well organized or effectively written, may be less likely to be used by teachers than shorter ones. The many headings on the checklist should not be interpreted as a recommendation for longer guides. Many items can be handled effectively in a brief paragraph or two. Concisely written guides, the Committee believes, will be rewarded by increased teacher use. The Committee hopes that, by helping teachers to design effective, specific, operational guides, the guides themselves may actually help in the classroom, rather than being ignored even by the people who labored to bring them forth.

Thomas Corbett, S.M., Chairman
NCTE Committee on Curriculum Bulletins

(These criteria are being revised and will not be used by the Committee after December 1, 1969.)

Curriculum Guide Evaluation

The NCTE Committee on Curriculum Bulletins

Title:

School District or Agency and Address:

Grade Level(s):

Subject Area(s):

Publication Date:

Purpose:

Number of Pages:

Date Reviewed:

Recommended for Display at the NCTE Convention: Yes: No:

	Superior	Above Avg.	Average	Below Avg.	Inadequate or Missing	Not Applicable
I. Philosophy and Objectives						
1. This guide supports the view that curriculum building is an ongoing process, not a specific project with a definite end result which is usually the guide itself.						
2. This guide has a coherent and useful statement of philosophy or purpose.						
3. This guide's content follows logically and consistently from its statement of philosophy or purpose.						
4. This guide sets realistic objectives.						
5. This guide is so designed that processes of language development and concept development take precedence over arbitrary grade level expectancies or requirements.						

	Superior	Above Avg.	Average	Below Avg.	Inadequate or Missing	Not Applicable
6. This guide makes realistic provisions for individual difference in ability, interests, goals and cultural values among students.						
7. This guide clearly indicates that successful experiences in language are essential for all students of all abilities and aspirations.						
II. Curriculum Content						
1. This guide specifies ways of unifying many or all aspects of the language arts.						
2. This guide clearly indicates a logical sequence of experiences to help develop concepts.						
3. This guide clearly indicates a logical sequence of student performance in language skills.						
4. This guide anticipates problems of student behavior and/or attitude that may arise from course content or sequence, by offering alternatives.						
5. This guide anticipates problems of teacher attitude and understanding that may arise from course content or sequence.						

	Superior	Above Avg.	Average	Below Avg.	Inadequate or Missing	Not Applicable
6. This guide provides useful background material for the teacher.						
7. This guide regards basic texts or anthologies, if used, as resources rather than as courses of study.						
8. This guide clearly differentiates program content for students of differing abilities.						
9. This guide reflects originality and innovation in curriculum design.						
III. Instructional Methods						
1. This guide anticipates problems of student behavior and/or attitude that may arise from recommended teaching methods by suggesting procedures for handling these problems.						
2. This guide anticipates problems of teacher anxiety that may arise from recommended methods.						
3. This guide advocates and describes inductive teaching procedures.						
4. This guide recognizes that different students learn in different ways and provides alternative methods.						

	Superior	Above Avg.	Average	Below Avg.	Inadequate or Missing	Not Applicable
5. This guide provides alternative methods for achieving objectives and thus gives the teacher options.						
6. This guide provides a variety of ideas and activities.						
7. This guide allows for planned experimentation and innovation on the part of the teacher.						
8. This guide provides methods of stimulating student creativity in language.						
9. This guide supplies specific procedures which will enable teachers to help their students to become increasingly independent.						
10. This guide reflects originality and innovation in methods.						
IV. Assessment and Evaluation						
1. This guide stipulates that teachers assess their students' potential and achievement before selecting content and beginning instruction.						
2. This guide suggests methods for evaluating the results of the teacher's innovations.						
3. This guide makes specific recommendations for evaluating individual student achievement and progress in language.						

	Superior	Above Avg.	Average	Below Avg.	Inadequate or Missing	Not Applicable
4. This guide makes clear a statement about grading policies.						
5. This guide includes procedures to help the teacher see his teaching as his students see it.						
6. This guide includes procedures for recognizing and rewarding student creativity in language.						
7. This guide includes procedures to help the teacher evaluate his own teaching procedures.						
8. In this guide, continual appraisal of student progress in language is seen as a basis for making changes in content, methods, and materials.						
9. This guide suggests a variety of techniques for evaluation, including student self-evaluation.						
10. Evaluation of performance as suggested in this guide is directly related to the objectives of the program.						
V. Design of the Guide						
1. This guide is easy to read; the language is clear and effective.						
2. This guide suggests as resources a large variety of specific materials and school services, e.g., library, audiovisual, guidance department.						

	Superior	Abcve Avg.	Average	Below Avg.	Inadequate or Missing	Not Applicable
3. This guide effectively separates objectives from the means by which those objectives are to be achieved.						
4. Teacher objectives are clearly separated from student objectives.						
5. This guide makes clear how particular lessons and/or procedures are related to the total program.						
6. This guide directs the teacher to readily available materials, such as textbook manuals, but does not duplicate them.						
7. This guide contains suggestions explicitly designed for aiding inexperienced teachers and teachers new to the system.						
8. This guide shows originality of form and style and will therefore stimulate enthusiasm.						
9. This guide's format makes revision convenient.						

Appendix II

MEMBERS OF THE 1969 NCTE COMMITTEE ON CURRICULUM BULLETINS

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Appendix III

HOW TO ORDER ERIC DOCUMENTS

A guide prefixed with an asterisk is available from the ERIC Document Reproduction Service (EDRS).

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Minimum Orders and Deposits:	Add 50¢ handling fee to orders

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